Part 4: Task design:
The impact of task design on the assessment of intelligibility

Activity 4: Cert I, Module D LO1 ‘Can give a spoken description’
(Sample 7 – audio only)

In Sample 7 a Certificate I learner is being assessed on Module D LO1 (‘Can give a spoken description’). He has been asked to choose a photograph, which the assessor cannot see, and to describe it. Listen to Sample 7 and use the assessment tool for intelligibility to assess whether or not you think the learner is intelligible.

Discussion Points for Activity 4

• Did you all agree on which picture the learner was describing?
  (you will find details of the photo he was describing at the end of Part 4).
• Discuss whether or not you could see the pictures and did it make a difference?
• If you were trying to set up a similar task, what kinds of pictures would you use? Why?
• What impact did the fact you could not see the speaker have?

Activity 5: Cert II, Module A LO3 ‘Can negotiate a spoken transaction for goods and services’ (Sample 8 – audio and visual)

Listen to the sample again and make another assessment, using a fresh copy of the assessment tool.

Activity 6: Cert II, Module A LO3 ‘Can negotiate a spoken transaction for goods and services’ (Sample 8 – audio and visual)

The learner in this sample is being assessed for CSWE II, Module A LO3. He is making enquiries to a dealer about a second hand car.
Assess his performance using the assessment tool. You can only hear his part of the interaction.
Activity 6 (Continued)

For discussion

• Compare your assessments with those of your colleagues. How are they the same/different?
• What is the impact of hearing the learner only and not the teacher playing the part of the dealer?

Listen to the conversation again. This time you will hear both speakers and you will be able to see the task cards for both the teacher and learner. You will find task cards below.

Discussion Points for Activity 6

• How much did the fact that you could hear the teacher rephrasing what the learner said help you to understand the questions he was asking?
• To what extent did the opportunity to see the task cards influence your ability to understand the learner? What is the implication of this for task design?
• How could you maximise communicative load and minimise the predictability for the teacher of what the learner says?

Activity 7

Design an assessment task at this level using the same context which is not so predictable.
Task cards (for Activity 6)

Interlocutor card

Someone makes enquiries about the car you advertised for sale.

Give the following information:

- 1996
- Air conditioning, power steering, 4 doors
- Registration paid up until April 2005
- Red
- Single owner
- Good condition
- Ask when the person would like to see it
- Accept his or her time of day. Learner card

Interlocutor card

You have found this advertisement for the private sale of a car you wish to buy.

*Mitsubishi Magna sedan, drives well / $15 998*

Talk to the seller and ask questions to find out the following information:

- Year
- Air conditioning
- Power steering
- Number of doors
- Registration
- Colour
- Number of owners
- Condition
- When test drive.